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ABSTRACT

This paper examines the effect of foreign language instruction on middle school students' attitudes toward "the other." The primary purpose of this case study is to describe the process of culture learning as it takes place within a middle school foreign language program. Culture learning is a particular type of human learning related to the patterns of human interaction and identification that can be viewed in one of three ways: (1) a series of stages along a road to the development of intercultural communicative skills; (2) a path or continuum leading from ethnocentrism; and (3) as varying stages of awareness, understanding, and acceptance. This investigation was designed around two arenas of inquiry: How does an awareness of people different from oneself develop in the middle school adolescent? and What is the contribution of foreign language study to the development of culture learning? A variety of data gathering techniques were used, including the following: interviews with students learning Spanish over a 3-month period; extended interviews with Spanish teachers; a content analysis of the qualitative cultural activities available at the school; and an examination of the various cultural artifacts available to students and teachers at the school. In general, it was found that the process of culture learning was chiefly influenced by a variety of experiences prior to the introduction of foreign language study in middle school. The pedagogical and academic implications of this finding are discussed. (Contains 47 references and the survey instruments.) (KFT)

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ED 441 336

ABSTRACT

The Process of Culture Learning within a Foreign Language Program at a Selected Suburban Middle School Site: A Case Study

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April, 2000

For approximately 75% of adolescents, the middle school years offers the first opportunity to formally study one or more cultures through the addition of foreign languages to the curriculum. With indicators suggesting that the demographics of our nation will be changing from a predominantly European-American majority to one that is substantially Hispanic, some students may bring pre-conceived attitudes and beliefs about that culture and its native speakers to the classroom. Although prior research attempting to measure changes in attitudes toward the "other" have focused on foreign language programs in the primary, secondary and post-secondary levels, research on the impact of foreign language study at the middle school level is noticeably lacking. The purpose of this study was to describe the process of culture learning as it takes place within a foreign language program at a selected suburban middle school site.

Culture learning is a particular type of human learning related to the patterns of human interaction and identification which an be viewed in one of three ways: as a series of stages along a road to the development of intercultural communicative skills; on a path or continuum leading from ethnocentrism; and/or as varying stages of awareness, understanding and acceptance. The investigation was designed around two arenas of inquiry: 1) How does an awareness of people different from oneself develop in the middle school adolescent? and 2) What is the contribution of foreign language study to the development of culture learning?

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A variety of data gathering techniques were utilized including interviews with four Spanish 7 students over a three-month period; extended interviews with the two Spanish teachers at the site; a content analysis of three qualitative activities administered to the four primary subjects as well as to four students not enrolled in a foreign language program at the site; and an examination of various artifacts from the site and the activities at the site that enhance an appreciation for cultural diversity.

In general the study demonstrated that the process of culture learning among the four primary subjects was chiefly influenced by a variety of experiences prior to the introduction of foreign language study at the middle school level. The findings have several implications for middle school teachers and administrators, foreign language professionals, and curriculum developers who are concerned with facilitating cross-cultural learning.

The Process of Culture Learning Within a Foreign Language Program at a Selected Suburban Middle School Site: A Case Study

Presentor:
Dr. Barbara A. Sposet

Site:
2000 Annual Meeting of the American Education Research Assocation
New Orleans, LA.
April 24-28, 2000

In 1980 74% of the population of the United States consisted of white European-Americans; 14.5% African-Americans; 8% Hispanic and 3% other including Asian, Pacific Islander and Native American. In 1995, Diaz-Rico & Weed projected that, by the end of the current year, this profile would begin to change dramatically with a 10% decrease in the currently predominant majority and an increase in other groups to 17% Hispanic and 16% African-American. Furthermore, by 2080 the majority of Americans will be from what we refer to as minority populations with the largest cohort consisting of Hispanics followed by African-Americans (McNett, 1983). Thus, within two decades the population of the United States will have shifted from a predominantly European-American population to one that is substantially non-white with the trends for the next 40 years showing little signs of abating

For approximately 75% of adolescents, the middle school years offer the first opportunity to formally study one or more cultures through the addition of foreign languages to the curriculum. With the predicted change in demographics of our national population, particularly in terms of the Hispanic population, some students may bring

pre-conceived attitudes and beliefs about that culture and its native speakers to the classroom. While prior research attempting to measure changes in attitudes toward the "other" have focused on foreign language programs in the primary, secondary and post-secondary levels, research on the impact of foreign language study at the middle school site is noticeably lacking. The purpose of THIS study was to describe the process of culture learning as it takes place within a foreign language program at a selected suburban middle school site.

Culture learning is a particular type of human learning related to the patterns of human interaction and identification which can be viewed in one of three ways: as a series of stages along a road to the development of intercultural communicative skills; on a path or continuum leading away from ethnocentrism; and/or varying stages of awareness, understanding and acceptance. In 1971 Kleinjans developed a hierarchy of culture learning utilizing the concepts or domains similar to the work of Benjamin S. Bloom (1956) and others in educational psychology. In the culture learning model, the most superficial level involves information, perception and awareness. The final level/stage involves the feeling of being inside the head of others especially those who do not share one's own cultural patterns. According to Kleinjans, the stages of culture learning are not necessarily experienced by all learners; thus, rather than a set progression of stages, the process is carried out along a continuum.

This investigation was designed around two arenas of inquiry:

1) How does an awareness of people different from oneself develop in the middle school adolescent?

2) What is the contribution of foreign language study to the development of culture learning?

Seven general questions guided the data gathering techniques used within the two arenas of inquiry. They included:

1) What is the role of cognition of culture learning?
2) Does the process of culture learning vary according to age? How is it evident?
3) What are the possible impacts of gender on the culture learning of middle school adolescents?
4) What kind(s) of activities are being used in the middle school foreign language classroom to enhance culture learning?
5) What efforts have been made by the side to enhance intercultural understanding?
6) How might influences other than the study of a foreign language impact culture learning?
7) What is the perception of students regarding the contributions of the study of Spanish in the development of their view of people different from themselves?

The selected SITE was a middle school, grades 6-8, located in a middle class, primarily white-collar suburb non-contiguous to a large, metropolitan city. The district population of 2030 is primarily Caucasian with a 4.5% non-Hispanic, non-African American minority.

Approximately 80% of the students in grades 7 and 8 are enrolled in a two-year French or Sp;anish program which meets daily for 42 minutes for the academic year. In the 9th grade, students continue into French II or Spanish II at the high school.

The primary SUBJECTS of the study consisted of two males and two female second semester Spanish 7 students who were no older than 13 at the time the study began. The sample was drawn from two of four sections of Spanish 7 (n-45) offered at the site. English was the first language at home by the child, parents and grandparents.

A variety of DATA GATHERING sources were utilized. They included:

1) Twenty-eight (28) interviews with the four Spanish 7 students over a period of three months;
2) Extended interviews with the two Spanish teachers at the study site;
3) A background survey of the entire population of Spanish 7 students (n=45) from which the sample was drawn;
4) A survey of the parents of the four primary subjects;
5) A content analysis of three qualitative activities administered to the four primary subjects as well as to four students not enrolled in a foreign language program at the study site;
6) An examination of various artifacts from the site including the district mission statement, philosophy and courses of study as well as activities at the site that enhance an appreciation for cultural diversity.

Some INSIGHTS gained from the various data sources:

1) Student interviews – Of the four subjects, Brad, the youngest and Ellen, the oldest, have had the most contacts with other cultures prior to the study of Spanish 7. Brad, who has traveled to Canada, Mexico, Jamaica and the Bahamas, is the one subject who befriends a young Yugoslavian boy, Miraslov, on his first day of school in the United States in the 6th grade at the study site. When asked if he or anyone else in his class had been prompted to help Miraslov, Brad replied: "No, I just helped him." When asked how he felt about what he did, he replied: "It felt good that I had helped someone who didn't understand our language or about America."

Ellen's travels included family vacations to Mexico, Florida and California where her uncle lives with his Hispanic wife and their two children. Ellen's contacts with other cultures include visits and ongoing correspondence with the daughter of her mother's friend who lives in England as well as visits to the home by African-American students and a Spanish exchange student from the school where Ellen's mother works as a teacher.

2) Teacher interviews – The Spanish 7 teacher, who had only spent two weeks in a Hispanic country, affirmed that the cultural knowledge of her students is limited to what she knows. While HER classroom activities are knowledge-based, the classroom activities of the Spanish 8 teacher, a native of Cuba, are performance-based as suggested in the state and national models for foreign language instruction.

3) The background survey revealed confusion among the population regarding the terms "nationality" and "ethnicity." When asked to identify their nationality, only 44% of the students replied "American" although 69% responded that no immediate family member had been born outside the United States.

4) The content analysis – In the storytelling exercise in which students are asked to take the role of a young Taino boy or girl who is present during Columbus' arrival to their island, the majority of the foreign language students displayed a lack of tolerance or acceptance of the new particularly when responding to two questions: Did you want their visit to end? and What have your learned from the visit of Columbus and his men?

5) Examination of the artifacts and activities at the site – The school community boasts a very active American Field Service program. In the past 40 years the school district has received 93 students and 2 teachers representing 39 countries and classrooms in each of the four buildings housed within the school district. One year prior to the study the district provided staff development to teachers and the student body on individual differences as the school district prepared to include learning and physically-challenged students into the regular education classroom including the study site. At the middle school level, the Spanish 7 and Spanish 8 teachers are included on the grade level teams to plan interdisciplinary units. In the past, several of the culminating activities have emphasized the indirect teaching of culture to all students.

CONCLUSIONS

In general the study demonstrated that among the four subjects, the process of culture learning was chiefly influenced by a variety of experiences PRIOR to the introduction of foreign language study at the middle school level—namely family, friends and school in general.

Specific conclusions drawn from the student interviews and the review of literature as they related to the two arenas of inquiry include:

1) Although this study did not attempt to validate Piaget's stage-progression of the intellectual abilities among children, data from two of the four subjects—Brad and Ellen—indicate that chronological age DID NOT play a significant role in the process of culture learning;

2) While data representing three of the four subjects confirms the age progression of ethnic awareness and ethnic identify, the data DOES NOT confirm the stage of attitude crystallization as presented by Goodman and Katz;

3) Activities in the Spanish 7 classroom support the knowledge stage of Kleinjans' hierarchy while providing a realistic learning experience as related by Knop and Sandrick; activities in the Spanish 8 classroom, as stated by the teacher, help to guide the students in constructing meaning from their cultural experiences while providing students the opportunity to acquire functional language use in a cultural context; hence the cultural activities appear to begin at Stage 2 of Kleinjan's hierarchy (some knowledge) at grade 7 and progresses to Stage 4 (knowledge, experience and understanding) at grade 8.

4) Activities at the site that enhance an understanding of cultural diversity are being realized at an average to above-average level;

5) Three of the four subjects acknowledge that study a foreign language did make them aware of the similarities and differences of another culture.

The findings of the present study lead to several IMPLICATIONS which should be considered by teachers, teacher-trainers, middle school administrators and others. They include:

1) As students are able to process the idea of cultural differences by the time they enter the 6th grade, or ages 10-11, educators should take advantage of this "window of opportunity" and include within the middle school curriculum opportunities for students to continue the process of culture learning;

2) Based on the subjects' perception of the contribution of foreign language as well as research on the effects of immersion and the brain development of children, foreign language study should be included at the middle school level as a means of continuing the development of this behavior;

3) As a student may bring more than a limited amount of cultural knowledge to the foreign language classroom, foreign language teachers should develop and utilize strategies to assess the level or stage of culture learning evident in his/her classroom PRIOR to introducing age-appropriate and content-appropriate activities in the area of culture learning; and

4) The contribution of the foreign language teacher is a critical component in the teaching of culture. Exposure to the culture of another country by a prospective teacher via travel or study abroad opportunities SHOULD be a requirement for teacher certification as it can positively enhance the development of culture learning within the foreign language classroom.

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APPENDICES

Student Number _____

Student Background Data and Survey

Sex ___M ___F
Birthplace: State _____ Country _____
Birthdate (month, day AND year) _____

Directions: Keep your answers as short as possible. Only explain when asked to do so in the question.

1. What do you consider your nationality? _____

2. Was any member of your immediate family (mother, father, sister, grandmother/father, aunt/uncle) born outside the United States?

___ yes ___ no

3. Do you have relatives who live in other countries? ____ yes ___ no

4. Do you have relatives or friends with whom you correspond who live in other countries? ___ yes ___ no. If yes, name the country (ies):

_____

5. Have you ever visited another country? ____ yes ___ no. If yes, name the country(ies):

_____

6. Have you or your family ever hosted a student/family from another culture for dinner or a visit? ____ yes ___ no

7. In what ways do you identify most with your ethnic/cultural group? (Check those that apply)

a. Religion ____ b. Customs ____ c. Clothing ____
d. Foods (for special occasions or holidays) _____
e. Speech/language (at home) _____ f. Special occasions ____
g. Celebrations _____

8. List three to five words that describe Americans: _____

_____

Background Survey Frequency of Responses

N=45
M=20
F=25
Born in USA=25

1. What do you consider your nationality?
   - American=20
   - German=10
   - Irish=3
   - None/No Answer=2
   - Czech=1
   - Chinese=1
   - English=1
   - Greek=1
   - Hungarian=1
   - Italian=1
   - Lebanese=1
   - Polish=1
   - Yugoslavian=1

2. Was any member of your immediate family born outside the United States?
   Yes=15 No=27 Don't know/Unsure=9

3. Do you have relatives who live in other countries?
   Yes=16 No=24 Don't know/Unsure=4 Sometimes=1

4. Do you communicate with relatives or friends who live in other countries other than the United States? Yes=18 No=24 No Answer=1

If yes, name the country(ies):
- Canada=6
- Australia=2
- Italy=2
- Africa=1
- Austria=1
- China=1
- Jordan=1
- Lebanon=1

(Response continues)

Romania=1
Serbia=1
Yugoslavia=1
Venezuela=1

5. Have you ever visited another country? Yes=32 No=13

If yes, name the country(ies): Canada=29
Mexico=1
Bahamas=3
Jamaica=2
Caribbean Islands=1
China=1

6. Have you/your family ever hosted a student/family from another culture for dinner or for a visit? Yes=26 No=19

7. In what ways do you identify most with your ethnic/cultural group?

Food=15	Religion=6
Customs=10	None=5
Celebrations=9	Language at home=3
Special occasions=6	Clothing=2

8. List three to five words that describe Americans:

English speakers=13	Free=12
Independent=7	Greedy (government)=4
Food=4	Flag=3
Sports=3	Jeans=2
Kind=2	Powerful=2
Proud=2	All Cultures=1
Good=1	Lazy=1
Patriotic=1	Wasteful=1

9. List three to five words that describe native speakers of Spanish:

Fast talking=17	No answer=14
Food=6	Different language=6
Athletic=5	Dark-skinned=2
Nice=2	Sombreros=2
Carlos Baerga=1	Different beliefs=1
Emotional=1	Smart=1
Short=1	

10a. I chose to study a foreign language because:

Would be interesting/fun=11
To learn another language=8
Didn't want reading=6
May need to use a language later in life=3
To travel=3
No answer=2
To communicate with people of another culture=2
It's easy=1
Mom/sister took it=1
Friends are in it=1
To be an exchange student=1
Only wouldhave to take one year in high school=1
I had to=1

10b. I chose to study Spanish rather than French because:

Will be more useful in the future=13
(Practical; by year 2000 l/3 of US will speak it)
Easier than French=8
My family took Spanish and liked it=6
My friends were taking it=3
More fun=3
Everyone in my family took French and I wanted to be different=2
To go to Mexico/Spain=2
I like to know more about Spanish culture=1
French is boring=1
The French don't like us=1
French is wierd=1
I hate the French=1
No specific reason=1

Student Interview Questions

Seidman (1991) provided a model for in-depth phenomenological interviewing. The seven interviews will be broken down into the following three categories and may include the following questions:

Part One: Life History

1. What is your nationality?

2. Why do you consider this your nationality?

3. What activities reflect this nationality (food, dress, customs)?

4. Have you/your family ever had dinner with a student or adult from another country? If so, which country?

5. Have you traveled to another country? If so, which one?

6. Complete this phrase: Visiting ____ made me aware of...

7. How would your best friend describe you?

8. How do your friends influence you? How do you influence your friends?

9. What does it mean to be a bad influence? How could your friends be a bad influence on you?

Part Two: Details of the Experience

1. When was the first time you noticed people were different from you?

2. How were these people different?

3. When was the first time you studied about a country other than the United States in school? Can you give me the grade level and class?

4. What exactly did you study about that country? Geography? Climate? Food? Customs?

5. What differences/similarities are there between American and Spanish

teenagers in the areas of: school, greetings, holidays, religion, national sport, work and living preferences?

Part Three: Reflection on the Meaning

1. Which of the eight influences--family, friends, religion, television, travel, school in general, classes other than foreign language, foreign language--have influenced you the most in the development of your view of people different than yourself?

2. Which influence(s) will continue to affect you through your high school years?

3. What has been the contribution of foreign language study to your awareness of other cultures?

Name _____

Date _____

"How I View Others"

Influences	Ages 0-5			5-8			9-11			12-13			13-14			14-18		
Family	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Friends	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Travel	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Religion	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
School (General)	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Classes Other Than Foreign Language	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Foreign Language	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Other: _____	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Other: _____	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L

H = high level of influence
M = medium level of influence
L = low level of influence

Parent Survey

Parent(s) of _____
Person answering this survey: ____ mom ____ dad ____ both parents

1. What do you think are the benefits of studying a foreign language? Why do you want your child to study a foreign language?

2. Why do you think your child chose to study Spanish over French?

3. Did you agree with his choice? Why or why not?

4. At what age do you think your child became aware that people are different? (Different meaning the way a person looks, acts and behaves)

5. Please rate the following 1-5 as to the level of influence in your child's development of how they view others (#1 being the highest) as of the end of the seventh grade

____ friends ____ TV ____ family ____ school (in general) ____ Spanish class

6. At what age do you feel your child's attitudes toward others different from themselves will stop evolving?
____end of eighth grade ____end of 10th grade ____end of 12th grade
____other (Please explain)

7. What factor(s) will play a role in the continued development or crystallization of your child's sensitivity to people different from themselves?
____ friends ____ TV ____ classes other than Spanish ___ family
____ their continued study of Spanish

8. There are several types of foreign language programs school districts can choose from for the middle school. At _____ Middle School, the program consists of two years of formal study split between the seventh and eighth grade years so that in the ninth grade, students can take Spanish II. A second type of program is called "exploratory" in which the focus is directly on culture (customs, arts and crafts, history etc.) with some emphasis on speaking. The study of one or more languages and cultures is included.

Which of the two programs do you feel has had or would have had a greater influence in the process of your child's culture learning?
____current program ____an exploratory program

Summary of Responses

Person answering the survey: Mother - 3 Both Parents - 1

Susan	Brad	Ellen	Patrick
1. Benefits of foreign language study:			
Exposed to another language and culture	Need to understand people	U. S. is melting pot	More aware of other cultures; world becoming smaller
2. Why child chose Spanish over French:			
Second language in U.S.	Seemed easiest of two	Large U. S. Hispanic population	Most of friends were taking it
3. Did you agree?			
Yes - many more Spanish-speaking people than French in U.S.	Yes - best to start with something simpler	Yes, but final choice was hers	Yes - more opportunities to use Spanish in U. S.
4. At what age did your child become aware that people were different?			
6 - when she entered school	2 1/2 or 3 he started observing people around him and asking questions	Young age - mother works in inner-city	Four
5. Level of influence in view of others at end of seventh grade:			
1. Family 2. Friends 3. School 4. TV 5. Spanish	1. Friends 2. School 3. Family 4. TV 5. Spanish	1. Family 2. Friends 3. School 4. Spanish 5. TV	1. Family 2. School 3. Friends 4. TV 5. Spanish

6. At what age will their view stop evolving or crystallize?

One's attitude is constantly changing	Hopefully never	Hopefully never	Hopefully never

7. Factors playing a continued role in the process of your child's culture learning?

All	1. Family 2. Friends 3. Other classes 4. Spanish 5. TV	All but TV	All

8. Program which had or would have greater influence in development of cross- cultural sensitivity:

Exploratory	Exploratory	Other-language and culture together; use local resources	Exploratory

Visualization Exercise

Directions: We are going to take an imaginary trip to Madrid, Spain. As we go from place to place, I want you to visualize and tell me what you see. In order to begin, you and I have to close our eyes.

You've just boarded a 747 from _____ International Airport with our final destination
of downtown Madrid, the capital of Spain.

On your way to the hotel, the taxi driver lets you off in the downtown area or plaza of this
capital city.

Describe what you see: a) buildings; b) people; c) the activities that are going on in the downtown area.

Let's walk up a side street to a local school. The students are outside for recess.
Describe what you see: a) what are the students wearing? b) what are they doing at recess?

We have been invited inside to meet the principal.
Describe how you would greet this adult.

It is 3:30 and the students are leaving for the day. You overhear that there will be a special party tonight for somebody's birthday. You have just returned from the party. Tell me about the party: a) what were the people wearing? b) what were they doing? c) why was the party special?

The house that held last night's party is not located in downtown Madrid; rather it is located in a neighboring town. Describe the town: a) what kind of houses do you see? b) are they different from what you would see in downtown Madrid?

Today is Sunday. How would the Spanish be spending this day? a) How does the day begin? b) What kinds of activities are planned for the day?

We have now boarded the plane for our return trip to _____. We have just landed and are back home after a safe and interesting trip.

Storytelling Exercise

Directions: This activity involves your completing of a story. After reading the story with me, you will be given a task to complete. You will be given two to three minutes to gather your thoughts before responding.

When Christopher Columbus landed on San Salvador on October 12, 1492, he claimed the beautiful green island for his country of Spain and his king and queen, Ferdinand and Isabelle. However it was not an uninhabited island upon which he set the Spanish flag. The Taino lived there and called the place "Guanahani" for the island's many iguanas. The Taino were a gentle people who wore gold nose rings and gold armbands, sometimes painted their faces and bodies and always greeted strangers with a feast.

Columbus called the tribes people "Indians" mistaking the land for India. In his journal, he wrote that they were "well made with fine shapes and faces; their hair short and coarse like a horse's tail, combed toward the forehead except for a small portion which they suffer to hang down behind."

You are a 13-year-old Taino boy or girl. This is the first time anyone has come to your island. Tell me your story about this, your first encounter, with someone other than a member of your tribe.

Consider these questions as you prepare to tell your story:

1. Why do you think these men have come?
2. What is your reaction on seeing Christopher Columbus and his men? Why?
3. What do you think about their ships?
4. How do your parents react to Columbus' arrival?
5. Do your parents or the tribe do anything special for Columbus and his men?
6. Do you want their visit to end?
7. What have you learned from this visit?

Source: Yolen, J. (1992). The encounter. New York: Harcourt, Brace, Jovanovich.

Critical Incident

Directions: For purposes of my study, a critical incident places somebody from one culture into a situation in a foreign culture. After reading the short story, you will be asked to respond to one or more questions focusing on something that happened within the story.

The Rock Concert

Judy is a 15-year-old U.S. high school student spending a month in Mexico as part of a student exchange program. She lives with a middle class Mexican family and has become a good friend of the 14-year-old daughter, Rosa, and through her, her circle of girlfriends.

Judy finds life in Mexico interesting because everything is "new" to her. She feel a little frustrated, however, at the limited range of activities she is permitted to participate in compared with life back home in the United States. Whenever she suggests to Rosa and her girlfriends that they do something a little different, the others seem very uncomfortable and refuse to discuss it.

Judy is excited to learn that a popular American rock group is coming to play in Mexico City and suggests to Rosa and her friends that they all go. Although they admit they would like to go, Rosa and her friends say they could never get permission to attend such an event. Judy suggests that they pretend to be visiting someone else and sneak off to the concert. The group refuses even to consider the idea and Judy thinks they are very unadventurous.

Why do you think the Mexican girls are reluctant to consider Judy's suggestion of sneaking off to the concert?

Source: Cushner, K., & Brislin, R. (1996). Interacting with hosts (2nd ed.). In Intercultural interactions: A practical guide (p. 79). Thousand Oaks, CA: Sage Publications.

Teacher Interview Questions

Again utilizing Seidman's (1991) model for in-depth reporting, the individual interviews for each of the two foreign language teachers may include the following questions:

Part One: Life History

1. What is your nationality?
2. What activities reflect this nationality (food, dress, customs)?
3. Describe your professional training including field visits and student teaching experiences. Describe your work experience to date.
4. Describe any out-of-country visits.

Part Two: Details of the Experience

1. Why did you decide to become a teacher of foreign languages?
2. Why did you choose to study Spanish?
3. In what ways do you teach culture?
4. How comfortable do you feel teaching Spanish culture?

Part Three: Reflection on the Meaning

1. Do you feel your students have adequate exposure to the Spanish culture within this middle school program?
2. How do your students receive the Spanish culture that is included in your classroom?
3. Is there an appropriate age at which students are best able to process information about cultural differences? Is there a difference between students' cognitive and affective development in grade 7 and grade 8?

Domain Analysis/Teacher Interviews

	Spanish 7 Teacher	Spanish 8 Teacher
Years Teaching	2	11
College Attended: Major Certification	JCU; BA/French CSU; Spanish KSU; Masters of Arts in Teaching	JCU: BA/Spanish, French/For. Language Education
Travel Abroad	Lived one year in France; Taught in France; Spent two weeks in Mexico	Native Cuban; Lived in Puerto Rico, Mexico and Marseilles, France
Levels Taught	Spanish 7/ French 7	Spanish I/II; Spanish 8/ French 8
Types of Activities	Knowledge "limited to what I know" Interdisciplinary Wants to develop problem-solvers in foreign language Guest speakers Magazines and newspapers from Mexico	Performance-based Interdisciplinary Things that are just Spanish/French also Speaker on masks Mural on Aztec warriors
Student Perception of Culture at seventh Grade Level	Open-minded	Intrigued about it. Knowledge awareness
Do attitudes crystallize at certain age?	No	eighth graders more guarded, want to experience culture though.